



An Integrated Unit of Study

Written by
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CELEBRATE CULTURES

By Dawn M. Kirk

Subject: Social Studies

Grade Level: Sixth and Seventh Grade

Time Needed: Six- Eight Weeks

Related Content Areas: Language Arts, Foreign Languages, Reading, Mathematics, Civics, Art and Science

Unit Goals

Content Goals:

At the end of this unit students should be able to:

1. Identify the national flag of their country of choice and explain the significance of the symbols on the flag.
2. Find that country on a world or regional map and identify key towns and cities.
3. Write, relate, make a model of, or draw two places of interest in that country and say why those places are of interest to them.
4. Use technology tools such as the computer to surf and retrieve information from relevant websites about their country, email relevant visitor centers, and prepare graphic organizers and other relevant materials for presentations or research.
5. Write a letter to a pen friend in that country to exchange ideas about how the way life in that country is different or the same as their own.
6. Write, role-play, or share an oral narrative about a famous person from that country for their school newspaper or local television station.
7. Explain how one holiday or festival is celebrated in that country.
8. Make a travel poster or create a short jingle that can be used by travel agents or the tourist board to encourage locals to visit that country.
9. Participate in a cultural fair.



Attitudinal Goals:

After completing this unit, students should be able to:

1. Demonstrate respect and appreciation for other cultures by sharing key ideas about their favorite country through describing, modeling, writing, or drawing depictions of how life in that country is similar to or different from life at home.
2. Show a greater understanding and appreciation for cultural differences by relating examples of the typical foods, clothing, housing and recreational activities (including one holiday) that people in that country enjoy.
3. Show respect for cultural customs and traditions that are different from their own by illustrating one unique custom or tradition that celebrates a positive citizenship quality such as respect for elders, God, or country.

Process Goals:

As Students learn and celebrate different cultures they should be able to:

1. Use geography skills to read and interpret physical and demographic maps.
2. Use the internet to research relevant information about cultures and countries.
3. Review the mechanics of writing friendly letters.
4. Use proofreading skills.
5. Write recipes of cultural dishes from the countries under study.
6. Write a short speech (2-3 minutes) on a famous person from the country under study.
7. Make models or replicas of physical or social environments (communities) in the country of choice.
8. Work in cooperative groups to collaborate ideas.
9. Use writing and research skills.



Goals for Students with Learning Disabilities or Challenges:

At the end of this unit students will:

1. Participate in classroom discussions on a given topic.
2. Ask for assistance from peer tutor or class instructor when instructions are not clear or vocabulary words are difficult to decode.
3. Engage in writing journal entries to describe learning activities.
4. Use the computer as a writing tool, support reading tool or art tool to create and complete assignments and projects.
5. Complete an authentic assessment activity using one of his/her learning strengths.

Introduction

The study of culture and cultural diversity is an essential component in Social Studies instruction. Many students give little thought to their family backgrounds and their cultural heritage. It is also important to stimulate student inquiry about foreign peoples and their cultures so that they can learn how to be more tolerant and appreciative of diverse habits, customs, and lifestyles. Many of our western societal practices and habits have evolved from various traditions of different cultural and ethnic groups, and they all fit to produce a unique and harmonious way of life. This unit is designed to introduce students to lifestyle differences in major world cultures. Students will have an opportunity to investigate similarities and differences in geography, societal divisions, lifestyle, holidays and festivals.

This unit will focus on cultures of Southeast Asia, sub-Saharan Africa, Australia and Oceania. It is designed to accommodate teachers that may choose to cover all or selected geographical regions. The cultural fair is a suggested culminating activity that is optional. It is recommended however that teachers host an event to tie student learning together.



NAD CURRICULUM GUIDE ESSENTIAL LEARNINGS

I. Social Studies

Geography:

Maps, Globes & Graphics

- Interpreting globes, maps, charts, graphs, tables, time lines
- Early and current area maps

Interdependence Between people & Environment

- Mutual dependence
- Extension of interdependence to God/Human relationships

Political:

Cultural Diversity

- Nationalities and culture
- Contributions of various cultures to a national mosaic

Behavioral:

Relationships

- Evolution of societies from groups
- Appreciation for a variety of cultural diversity
- Historical relationships in cultures
- Divine-human relationships

Customs & Holidays

- Western and Eastern hemispheres
- Biblical customs & holidays in today's culture

Values & Attitudes

- Among world cultures

II. Science

Weathering

- Compare and contrast physical and chemical weathering
- Identify forces of chemical weathering
- Describe forces of chemical weathering

Nutrition

- Identify the seven dietary guidelines
- Explain why following the dietary guidelines are important to your health
- Explain how food labels help you make good choices
- Explain the food pyramid



- Identify food groups necessary for a balanced diet
- Identify food group sources
- Identify the basic nutrients
- Describe the importance of each nutrient
- Explain the relationship between calories and metabolic rate



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Background Information on World Regions

Southeast Asia



Geography

The Southeast Asia region is made up of many **peninsulas** and **archipelagos**. The major territories include: **Mainland Southeast Asia**, the **Malay Peninsula and archipelago**, and the **Philippine Islands**. Mainland Southeast Asia includes Vietnam, Cambodia, Thailand, Myanmar and Laos. The Malay Peninsula consists of Malaysia, Indonesia, Brunei, Singapore and a chain of 13,000 islands, half of which are uninhabited. The Philippine Islands are made up of over 7,100 islands, 2000 of which are inhabited.

There are five important rivers found on the mainland of this region. They form major links between mountainous regions and many major cities located along their deltas. These rivers are the **Irrawaddy**, **Salween**, **Menam**, **Mekong**, and **Red Rivers**. Some cities along these rivers include Bangkok the capital of Thailand, located along the delta of the Menam River, Hanoi Vietnam the capital of a united Vietnam, located on the delta of the Red River and Ho Chi Minh situated near the Mekong River. The surrounding seas serve as links for trade between the Malay peninsula, and archipelago.

Southeast Asia enjoys a tropical climate, with lush pockets of **tropical rain forests**. These forests have been threatened in recent years, as demand for lumber in industrialized countries has increased the incidence of logging. The **monsoon** winds significantly affect the climate bringing heavy rains to the region in the summer months



History

The origins of the Southeast Asian people can be traced back to Indian traders and **Buddhist** missionaries. Historians believe that these settlements started over 4,000 years ago bringing **Hinduism** and **Buddhism** respectively, to the peninsulas. This region was heavily dominated by kingdoms in the early centuries with the Khmer kingdom being the most powerful. This kingdom ruled from the ninth to Fifteenth century. Arab traders entered the region by the Fifteenth century and brought the religion, Islam, to the territory. Islamic worship is still very dominant today in Malaysia and Indonesia. The Europeans arrived later around 1600 in search of spices and silks. Britain and France ruled Mainland Southeast Asia and Spain ruled the Philippines. As a result of the European dominance in the later centuries Christianity was introduced into the region.

Government

The political climate of this region has been somewhat tumultuous and unstable. Many governments adopted **communist ideologies** that established periods of **anarchy** and reigns of terror. In the 1950s Vietnam engaged in war with the French that resulted in a divided country under **communist** (north) and democratic (south) rule. Civil war broke out between both governments in later years resulting in a united communist government in 1975. Many Americans fought in that war. Cambodia also experienced tumultuous political rule under the **dictatorship** of Pol Pot throughout the mid-1970s and 80s. Many people lost their lives. Cambodia finally returned to **civilian** rule in the early 1990s. At the turn of the new millennium, most governments were returning to democratic leadership and endeavoring to **revitalize** their farming economies through the introduction of small factories.

Economy

Southeast Asia contains the greatest bounty of natural plant resources found on the Asian continent. Known for its abundance of rice it is referred to as “the Great Rice Bowl of Asia.” It also produces four-fifths of the world rubber supply. Additional **natural resources** such as spices, tin and oil contribute to the richness of this Asian region.



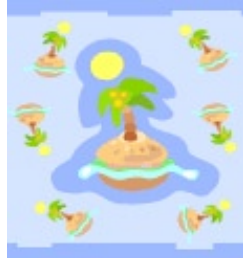
Key Vocabulary Terms

peninsula



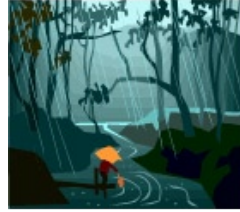
A body of land nearly surrounded by water

archipelago



A large group or chain of islands

tropical rain forest



A dense ever-green forest occupying a tropical region with a heavy rainfall

monsoon



A wind from the southwest that brings heavy rainfall to Asia

Buddhism



A religion founded by Buddha in India in the 6th century

Hinduism



A religion that is practiced by the Hindus in India

Islam







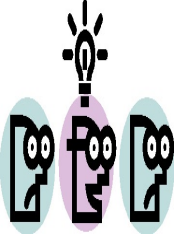


A religion founded by Muhammad in the 7th century

communism



A government controlled political and economic system

<p>anarchy</p>  <p>Political disorder and confusion.</p>	<p>dictatorship</p>  <p>A political system controlled by a person with absolute power</p>	<p>civilian</p>  <p>A member of a country who is not part of the ruling government</p>	<p>revitalize</p>  <p>To impart new life or vigor to: tried to revitalize a flagging economy.</p>
<p>Buddhist</p>  <p>A follower of Buddha</p>	<p>natural resource</p>  <p>A natural product that is essential to human existence, or can be used by humans</p>	<p>ideology</p>  <p>A set of doctrines or beliefs that form the basis of a political, economic, or other system.</p>	

Activity

Use a regional or world map to find three countries in Southeast Asia and identify at least two key towns and villages. Say why these towns or villages are important.



Proofreading Skills

Read the following paragraph and identify the errors in punctuation and usage. There are 12 capitalization errors and 6 punctuation errors.



angkor wat is one of the greatest cultural treasures of Southeast Asia It consists of many building that occupy an entire square mile. It's buildings are heavily ornamented with carvings and reliefs, many of which illustrate Hindu myths that came from india. A trophy of the khmer empire angkor wat was hidden by over growth of the rainforest during the Siamese and Vietnamese domination of the region. French archeologist a. h. mouhat rediscovered this building complex in 1860 and concluded that its magnificence transcended that of anything left by greece or rome After its rediscovery many of the monuments were repaired and this magnificent complex once again became a symbol of cambodian national pride.



Proofreading Skills Key

Read the following paragraph and identify the errors in punctuation and usage. There are 12 capitalization errors and 6 punctuation errors.

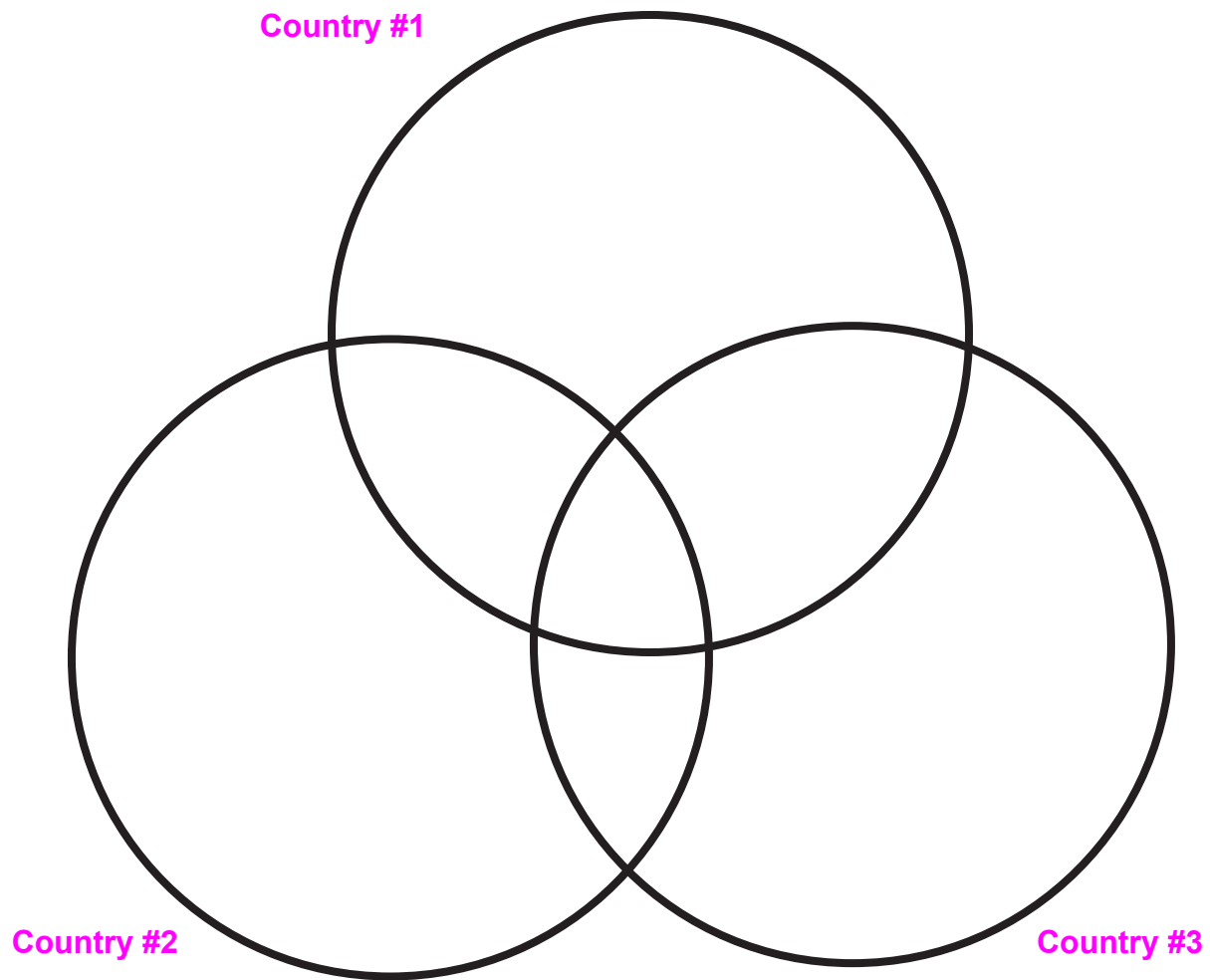


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Compare and Contrast

Use the Venn diagram to compare and contrast the governments of three countries of your choice in Southeast Asia.



Sub-Saharan Africa

Geography

The sub-Saharan region is a geographical mix of **habitats** that include **grasslands**, **deserts**, rainforests and **highlands**. These habitats are unified by a **plateau** that encompasses that entire continent. Apart from the elevated highland and low lands along the coastal areas, deserts, rainforests and grasslands are very flat. **Rift valleys** extend along the eastern coasts and form lakes at their base. One such lake is Lake Victoria that is situated in a basin between the Great Rift Valley. The Niger, Zambezi, Zaire and Ubangi Rivers are located in this region.

Most of Africa experiences very warm or hot temperatures due to its location on and proximity to the equator. Desert landscapes vary greatly in day and nighttime temperatures that are known to fluctuate as much as 15°C. **Equatorial forests** receive at least 50 inches of rainfall per year and are highly conducive to lush vegetation and abundant animal life. Semi-arid grasslands referred to as the Sahel merge desert and **savanna** habitats together. African wildlife thrives on these landscapes and has been the great attractions for many visitors who embark on wildlife expeditions called safaris.

History

Ancient African **civilizations** evolved around **kingdoms**. Two notable kingdoms were those of the Kush and Ethiopian **empires**. Dated around the time of the Egyptian empire their rise to prominence successively began with Kush invading Egypt and Ethiopia invading Kush. After the fall of Egypt, Kush became the new center of culture from 500 B.C. to A. D. 150. Referred to as a “Golden Age” Kushite civilization was influenced by Egyptian culture as reflected in the **relics** of their flat top pyramids. Archaeologists have found remains of iron tools and gold objects that were made by Kushites. These objects were traded for jewelry, glass and cotton from Arabia and India.

Ethiopia conquered Kush around A.D. 325. At that time trade between Africa’s interior and the Red Sea was controlled by this empire. Arab and Persian traders exchanged their luxuries for gold, spices and ivory. Greek Christians began trading with the Ethiopian kings in the late fourth century and converted King Ezana to Christianity. Even after the Muslim conquest of Egypt in the seventh century Ethiopia remained Christian. Though contact with Europeans was lost during the Middle Ages, European explorers in the Sixteenth century were surprised to discover Christian congregations in Ethiopia’s highlands.



Government

The rise of **imperialism** was fueled by the profitable trade in human resources that began in the 1400s. African families were traded as cargo for labor on sugar or cotton plantations in the Americas. African merchants driven by greed exchanged fellow Africans for guns, ammunitions and other European goods. Other Europeans such as the Dutch, British, Spanish, French and Italians engaged in the trade of human slaves until the 1800s.

After the end of slave trading, many retained control of their trading posts along coastal areas and converted these areas into colonies. These colonies were settled by other Europeans who supplied rich bounties of Africa's raw materials to mainland Europe. Fueled by the technologies of the Industrial Revolution, colonists were able to control the economic wealth and impose their cultural habits and traditions on the African people. Local African governments and their authority were superseded by imperial control creating a system where Africans became second class citizens in their own land.

Economy

Sub-Saharan Africa experienced an incredible drain on its natural resources during **imperial** rule of the colonies. Most African nations were economically self sufficient before imperial control. Arbitrary European division of the land and its resources created a ripple effect of poverty for millions of Africans. In recent times Africans have increased their efforts to regain economic stability by creating new industries in electronics and textiles as well as revitalize traditional industries such as farming and mining.



Australia and Oceania

Geography

Australia is the smallest of the world's seven continents. About the size of the United States it is a one nation continent. Most of the land is flat with coastal plains to the east and a desert plateau to the west. The eastern coastal plains are heavily populated while the western plateau referred to as the Outback is sparsely populated. The Outback is mostly desert lands that make up the second largest desert in the world. The central lowlands cover approximately one-third of the continent and lie 100 -1,000 feet above sea level. This area is the driest part of the continent and includes the salty muddy surfaces of the Lake Eyre Basin. The eastern coastline is the most fertile and productive stretch of land. The greatest natural attraction apart from the animal life found on land is the Great Barrier Reef. It is a marine park that extends for approximately 1,250 miles along the northeastern coastline. Many tourists visit this park each year.

Oceania is comprised of thousands of islands in the Pacific Ocean. These islands are divided into three groups- Micronesia, Melanesia and Polynesia. New Zealand comprises the two largest islands in this island group. Made largely of volcanic rock, these islands have been named "the Ring of Fire" since many of them contain active volcanoes.

History

The Aborigines were the first settlers on this island continent. They were largely hunters and gatherers and moved around the island in small family groups. They used boomerangs, digging sticks, and stone axes to hunt and gather their food. The Oceanic settlers, unlike the Aborigines, were farmers. The Maori were among the earliest that migrated from other Polynesian islands using canoe fleets. European settlers arrived roughly 600 years after the indigenous settlers. Spanish and French settlers, followed by the Dutch explored the region and settled by the middle 1600s. The British settlers came much later in 1788 and were largely comprised of convicted criminals sentenced to work in the territory. Many of the colonies experienced independent rule until 1901 when all inhabitants of the island were united under one government.

Hunters and whale traders settled in New Zealand and fought the Maoris for their farmland for many years. Largely of British origin, these settlers gained independence from Britain in 1907.



Economy

Australia boasts a strong economy due to abundance of natural resources such as bauxite and coal. It is one of the largest exporters of coal and produces 90 percent of the world's opals. Mining and manufacturing constitute the fabric of the economy with Sidney and Melbourne being the key urban cities. The Outback supports the ranching of cattle and sheep. Ranches average 40 acres in size to accommodate the feeding of the livestock. Many children receive their education as they live and work on these ranches through two-way radios as many ranches are located in remote areas.

Oceania's economy thrives on farming and fishing. Major resources used include coconut, sugarcane and cash crops.



Making National Flags of Various Countries

Time needed: Two days

Prior Learning Experience: Students should know how to identify the flag for their country of choice. They should know its basic colors and symbols.

Purpose/ Goal: To engage students in the task of replicating a national flag in preparation for a cultural day.

Learning Outcomes:

1. Students will work in groups of two or three to design a replica of their flag of choice.
2. Students will plan who will execute different aspects of the activity.
3. Students will use measuring instruments, rulers, pencils, and different color construction paper to draw and assemble flag of country of choice.

Materials Needed:

1. Scissors, rulers, crayons, markers, different color construction paper
2. Samples of flags in color
3. Pencils, pens, erasers

Motivation:

Play excerpts of three national anthems and ask students to identify the country associated with the anthem by holding up copies of various national flags. Anthems to be used can include the United States, Canada and England. Initiate a discussion on other ways to identify a country.

Procedure:

1. Request that students choose a partner for the assignment.
2. Have them gather all the material provided from the supply center
3. Students can generate flag samples from websites, textbooks or resource materials by drawing a rough draft or photocopying.
4. Students can plan what aspects of the flag they are going to draw or design in sequence of “first, second, third, etc.”
5. Have students communicate with one another, audibly rehearsing the steps of the project. Rehearsing can be done as many times as necessary.



6. Instruct student to make a planning sheet to document the steps that have been rehearsed in the desired sequence. They can check the appropriate stage of activity on the sheet as they continue to make the flag.
7. Create short interval periods where students can share their progress with their peers, teacher, or the class as a unit. Encourage others to respond with positive comments.
8. After flag is completed have students write one or two paragraphs about the symbols on the flag and what they represent. The finished product can be placed in a portfolio, or used as an exhibit in the cultural fair.

Bonus Activity:

Encourage students to use reference CDs provided by the instructor to investigate the national anthem of the country and surf for unusual and interesting facts about the country.

Accommodations:

1. peer helper
2. extended timeframe for completion of flag
3. teacher will rehearse project expectations with slow students, chunking aspects of task together for easy manageability

Homework Activity:

Enquire from your relatives and neighbors if they have been to your country of choice, or if they would like to visit. See how many of them can identify a copy of your flag. Share your findings with the class tomorrow.



Using World and Regional Maps to Locate Countries

Time needed: One Week

Prior Learning Experience: Students should know the cardinal points on a map and a compass rose. They should also know the various hemispheres and regions of the world.

Purpose/ Goal: To engage students in activities that involve the use and making of maps.

Learning Outcomes:

1. Students will trace and color selected portions of world maps.
2. Students will use rulers to measure distances between various areas on a map, then calculate the actual distance by using a map scale.
3. Student will use maps to determine the shortest possible route they must take to travel from this country to their country of choice.
4. Students will call a travel agent or the reservation office of an airline to confirm or disprove their findings for #3.
5. Students will make a class map showing how to get from their seats to the teachers table.

Materials Needed:

1. Scissors, rulers, crayons, markers, construction paper, poster paper
2. Map resource center equipped with maps, globes, charts, diagrams
3. Pens, pencils, erasers
4. Pictures of types of maps for an interactive bulletin board

Motivation:

Read an excerpt from the sixth grade anthology series on the travels of Laura Ingalls-Wilder as recorded in her diary. Use a transparency version of a regional United States map to illustrate the route Laura Ingalls-Wilder traveled in 1894.



Procedure:

1. Engage in an introductory exercise of writing as many uses they can think of for maps.
2. Use samples from the map resource center to identify their country of choice.
3. Have students confirm identity of country by coloring or highlighting the surface area of the map.
4. Conduct a mini lesson on the key elements of a map.
5. Have students work in groups of four to compare and contrast two samples of maps. After discussing the differences and similarities of the two maps, they should use a graphic organizer such as the Venn diagram to represent their findings.
6. Engage in a short presentation of their findings to the class. Format of presentation is not limited to oral report. Students can choose to use a scenario where the appropriate type of map is chosen to assist them in their travels.
7. Instruct students to work in groups of four to make a classroom map. They will choose areas of the classroom that they feel they can replicate on the map.
8. After the above activities have been completed students should be required to write a short reaction of the benefits of the preceding activities in their journals.

Bonus Activity:

Assign these activities for enrichment

1. If you were awarded a \$15,000 travel voucher to three dream vacation destinations in the world, what would be your choices and why? (2-3 paragraphs).
2. Use a regional or world map to draw travel routes that navigate travel for a return trip from Bermuda to your destinations.

Accommodations:

1. Have students with writing difficulty use the computer to complete their assignment.
2. Utilize a peer helper to assist in explaining or decoding difficult words and phrases.

Homework: Make a map of one room in your house.



Human Habitats of the World

Time Needed: Three days

Prior Learning Activity:

Students have been taught how to identify various world regions on a map. They are familiar with the types of landforms and landscapes found on land.

Purpose/ Goal:

To reacquaint students with types of habitats and stimulate them to apply learning through the making of a terrarium that depicts these habitats.

Learning Outcomes:

1. Students will study habitats and regions of the various hemispheres. They will look at key factors such as climate, weather and human occupation.
2. They will make a terrarium as a simulation of a microworld.
3. Students will trace the life of a particular region through the eyes of an ant or another creature of choice. They will discuss these changes in environment at a simulated environmental conference.

Materials Needed:

1. Scissors, rulers, crayons, markers, different color construction paper
2. Shoe boxes, contact paper, miniature artificial trees and plants
3. Notebooks, pens, pencils

Motivation:

I will place samples of miniature crystal ball globes depicting various habitat scenes on the students' desks and ask them to describe their habitats.

Procedure:

1. Discuss student idea of a terrarium.
2. Show pictures or models of various types of terrariums, and discuss the components involved.



3. Ask student to work in groups of four to study the physical geography of their country of choice.
4. Work with students on the overhead to develop six guide questions that will help them focus in on the key aspects of their country's physical geography.
5. Have students write key ideas for questions on a sheet.

Students will share findings with the entire class.



Weathering

Time Needed: Three days

Learning Outcomes:

1. Students will study habitats and regions of the various hemispheres. They will look at key factors such as climate, weather, and human occupation.
2. They will make a terrarium as a simulation of a microworld.
3. Students will trace the life of a particular region through the eyes of an ant or another creature of choice. They will discuss these changes in environment at a simulated environmental conference.

Procedure:

1. Students will review yesterday's discussions by sharing a three-sentence summary of their country's habitat.
2. Students will continue to study habitats by investigating changes that can occur in the physical geography through the eyes of an ant.
3. Have students write key points that they would expect to occur if the changes resulted from human occupation.
4. Have students continue to work in their teams as they prepare a report on changes as part of a global conference in class.

Have student make a terrarium of the physical geography of their country of interest.

Accommodations:

1. Have learning disabled students draw stages of change in environment if writing is too tedious.
2. Have paired tutor do all the writing aspects of the activity.
3. Extend allotted time for completion.
4. Have students produce an oral report rather than write findings.



Bonus Activity:

Have students draw a picture of what a local terrarium of our physical landscape might entail.

Advanced students have the option of working cooperatively to develop and produce a board game that incorporates information about types of habitats.

Assessment:

Informal observation, use rubrics for writing, oral presentations, and creative work.



Countries of the World

Time Needed: One Week

Prior Learning Activity:

Students have been taught how to identify various world regions, selected landforms and habitats.

Purpose/ Goal: To investigate life in different cultural settings.

Learning Outcomes:

1. Students will work in pairs to engage in shared reading activity that investigates the lifestyle of the people of their country of choice.
2. They will write at least five points about the lifestyle of the people under study at the end of the reading activity.

Materials Needed:

1. Student notebook and textbook
2. Pencils, pens, colored pencils

Motivation:

Read a short Bermudian story from the book *More Tall, Tall True Bermudian Tales* by Dale Butler, and ask the students to identify two points about the way the characters live in the story. I will then use the students' suggestions to illustrate how they depict the common life of many Bermudians.

Procedure:

1. Model a shared reading activity by choosing a student volunteer to work with me in reading two or three paragraphs on the people of Australia.
2. Model how students can gather main ideas by using the topic sentence main idea format.
3. Instruct students to form their pairs and have them read the next two paragraphs. This will be followed by whole class feedback of main ideas.



4. Have students write their ideas.
5. Students can then replicate steps by reading the appropriate section of the chapter on the country of their choice.

Accommodations:

1. Students can draw pictorial representations of ideas instead of writing them.
2. They can also have their buddy act as a scribe on their behalf.

Homework:

Students will be asked to continue reading their chapter and jot down important points to share with their partner and the class the next day.

Accommodations:

1. Students with reading difficulty will be given a taped version of the chapter section prepared by the teacher or student helper.
2. The student/s can also remain after school for added assistance from the teacher.

Assessment:

Informal teacher feedback



Using the World Wide Web to Learn About Countries of the World

Time Needed: Two days

Prior Learning Experience:

Students have learned how to access the Internet through a search engine.

Purpose/Goal:

Students will use the World Wide Web to learn about a country. Students would be involved on active learning.

Learning Outcomes:

Students will

1. Access Internet information through use of web site addresses.
2. Discover information about the country's traditions
3. Look at the art and architecture of that country and try to make a clay replica/ model or draw a picture of their own
4. Discover activities that take place in the community of that country and compare it to the Bermudian culture
5. Students will explore the religion of that country and compare it to that of Adventism

Materials Needed:

Computer with Internet Connections

Motivation:

Possibility - Use the CD version of the game, "Where in the World is Carmen Santiago" to introduce students to tracking activities on the Internet.

Procedure:

1. Simulate how to use the internet by surfing the web through use of computer and LCD-projector.



2. Send students to their computer stations and will direct through modeling the steps involved for using a website address.
3. Teach students how to add pages to the *favorites* folder by modeling through the use of the LCD-projector.
4. Students will be asked to share downloaded information with the class.
5. Students will create a concept map of information gathered.
6. Students will represent the information gathered in map form on a poster using the following subheadings:
 - a. Geography
 - b. People
 - c. Religion
 - d. Arts and Recreation

Assignment:

Students will download information of interest found into *favorites* folder. They will also print and share information with the class

Assessment:

Informal Observation, use of rubrics for writing, oral presentation and creative work



Celebrating Bermudian Culture Through Children Stories

Time Needed: Two weeks

Prior learning Activity:

Students are familiar with the common types of genres from former English and reading lessons.

Purpose/ Goal:

To make the connection between types of literary genres and Bermudian stories.

Learning Outcomes:

1. Students will read stories in literature circles.
2. Students will write two book reports on two Bermudian stories of choice.

Materials Needed:

1. Bermudian storybooks
2. Student notebooks

Motivation:

Read the first story in Dale Butler's *More Tall, Tall True Bermuda Tales* and engage in a 10-minute discussion.

Procedure:

1. Conduct mini lessons on the structure elements of a story.
2. Students will form literature circles (3-4 members) and begin reading a Bermudian storybook.
3. Students will share impressions of the story after every three to five pages.



Bonus Activity:

Students would choose a story from “ More Tall, Tall, Bermuda Tales” and dramatize it in class.

Homework:

Students will write one book report based on what they read in their literature circles at the end of the week. This assignment will be repeated with a different book in the second week.

Students will indicate the following in their book report:

- Type of genre
- Setting and character
- Author’s purpose

Plot of story:

- Problem
- Climax
- Resolution

Personal response to books that will include:

- Like/dislike/ favorite part of book
- Whether the book may be recommended to friends Why/why not?
- Moral lesson to be learned from reading as a Christian (if any)



World Festivals and Holidays

Time Needed: One Week

Prior Learning Experience:

Students were able to identify with common traditional religious holidays like Easter and Christmas.

Purpose/Goal:

To engage students in discovering unique facts about new festivals and holidays, and say how they can or cannot appreciate the holiday and why.

Materials Needed:

1. Student textbook and notebook
2. CD-rom references
3. *My Favorite Holiday* newspaper

Motivation:

Play sample seasonal tunes associated with common holidays and ask students to identify the holiday that matches the tune. Samples will include: *Jingle Bells-Christmas*, *Old Lansing- New Year's Day*, *Hallelujah Chorus from Handel's Messiah-Easter*.

Procedure:

1. Students will congregate around the "My Favorite Holiday" bulletin board and identify holidays that are unfamiliar to them.
2. They will then write initial information about this holiday in their notebooks.
3. Students will work in pairs to research additional information about the holiday using their textbook or other CD-Rom resources.
4. Student will share findings with the teacher. Teacher will rotate to students to assist or observe.

Assignment:

Students will complete the "My Favorite Holiday" newspaper over the next two weeks.

Assessment:

Graded on formal and written presentation of newspaper



Country of Choice Research Paper

Time Needed: Two Weeks

Prior Learning Experience: Students have engaged in preliminary investigation of their favorite country from the Internet and other non-text book sources. They have also engaged in creating models of a place or places of interest.

Purpose/ Goal: To facilitate the development of research skills through the use of appropriate grade-level writing and research techniques.

Learning Outcomes:

1. Students will survey relevant information about their country of interest through use of the SQ3R Method.
2. Students will create a research project notebook to record relevant information collected.
3. Students will periodically share (every two days), information collected with class teacher.
4. Students will create an outline of their research paper that should include:
 - Introduction
 - Body
 - a. Geography
 - b. People
 - c. Economy
 - d. Government
 - e. Arts & Recreation
 - Conclusion
 - Sources
5. Students will present a rough draft and final draft of their research paper.
6. Students will do an oral presentation of their research paper.

Materials Needed:

1. Textbooks, encyclopedia references, magazines, CD-ROM references, Internet
2. Pictures, maps, travel guides



3. Notebooks, stationery paper, construction paper
4. Pens, pencils highlighters, markers

Motivation:

I will read student letters written previously on what they imagined life in the Pacific Islands would be like. I will engage in a short discussion.

Procedure:

1. Students will work in pairs according to interest in country and ability level (I will pair a slow reader with an average or above average reader).
2. I will teach a mini lesson on the key parts of a research paper.
3. I will model how to survey texts and other printed material for notable facts to include in the research paper.
4. I will use graphic organizers such as concept maps and Venn diagrams in my modeling.
5. Students will survey the “Economy” section of the corresponding chapter of their country of choice using the SQ3R Method.
6. Students will map concepts identified in the above method on a Venn diagram.
7. Students will share findings on economy with the class.
8. Students will prepare a rough draft of the research using a concept map format using the following subheadings:
 - Introduction
 - Body
 - a. Geography
 - b. People
 - c. Economy
 - d. Government
 - e. Arts and Recreation
 - Conclusion
 - Sources
9. Students will engage in two student-teacher conferences to evaluate progress of research.
10. Students will present findings of the research orally after completing the rough draft and submitting it to the teacher.
11. Students will produce a three-dimensional map made from craft materials along with a typed copy of the final draft to be submitted for a cultural display.



Bonus Activity:

Students can produce models of utensils, artifacts, or certain places of interest as part of their research assignment.

Advanced students may produce a script of that a news reporter can use to highlight a notable attraction in that country. Script should equal 8-minutes talking time.

Accommodations:

1. Extended time for completing work
2. After-school assistance from teacher to check and assist with reading
3. Student/s may produce a comic strip version of research following the same sub-headings.
4. Peer helper may copy and assist in organizing important points.

Homework:

Students will continue research using research techniques and graphic organizers according to the same format presented in class.

Assessment: Use of rubrics for writing, research project, and oral presentations.



Conducting a Cultural Fair

Time Needed: Four days

Prior Learning Experience:

Students have studied various aspects of their country of interest including the writing of a research paper.

Purpose/Goal: To engage students in the task of preparing for a Cultural Day.

Learning Outcomes:

1. Students will plan the events for a class cultural day.
2. Students will create invitations to invite special guests including parents.
3. Students will draft letters to send to special participants in the fair including participating restaurants.
4. Students will complete unfinished arts and crafts and other papers to be presented in the fair.
5. Students will prepare a script of what they are going to say to attendees at the fair.
6. Students will decorate and arrange their display boards that will be used at the fair.
7. Students will use a checklist to ensure that all necessary items have been completed for the fair.

Materials Needed:

1. Research papers, graphic newspapers, poster paper, contact paper, and construction paper.
2. Videos, travel guides, dolls, tee-shirts
3. Games, vases, souvenirs etc.
4. Pencils, pens, crayons, markers, paints
5. Reference CD materials, computers, audio cassettes



Motivation:

Discuss the pros and the cons of your annual school-wide Fair held each year with the students.

Procedure:

1. Following discussion on the positive and negative points of our annual spring fair, students will cooperatively make a list of items and events they would like to see in their fair.
2. Students will share list with class and I will appoint a recorder to record suggestions on the board.
3. Students will then discuss each suggestion and vote on the most appropriate ones. I will include a few of my suggestions depending on what has been presented.
4. Students will use the computer to create invitations for the cultural day.
5. Students will work in pairs to draft a letter for request of special participants in the cultural day. The most appropriate letter will be chosen by the class according to the criteria discussed in English class.
6. Students will complete review and make changes to their research and newspapers on their country and favorite holiday.
7. Students will also decorate their display boards, and arrange their desks for the day.
8. Each cultural center or display table will have the following:
 - ✓ Research paper
 - ✓ Map of country
 - ✓ Doll exhibiting a specific country/s national dress
 - ✓ Model/artifact of something cultural
 - ✓ Tee-shirt with country's flag
 - ✓ Cultural Music indigenous to that country
 - ✓ Replica of country's flag
 - ✓ Display of children books (where available)
 - ✓ One computer used to refer attendees to additional information about country
 - ✓ Souvenirs and travel guides about the country
 - ✓ Samples of interesting games played by children in that country

Assessment:

Formal and informal rubric measurements of projects.



DAILY OBSERVATIONS RECORD SHEET

Date:

Student's Name	Observed Behavior	+ = Improving - = Losing Ground 0 =No Change	Comments

Adapted from the book *Teaching Kids With Learning Disabilities* by Susan Winebrenner



HOMEWORK ASSIGNMENT EVALUATION SHEET

Student:

Grade:

Subject:

Assignment Details	5 Excellent	4 Very Good	3 Good	2 Needs Improvement
Student's assignments reflect clear understanding of the instructions.				
The student's assignments are completed to the best of his/her ability				
Completed assignments are neat and easy to read				
Student's assignments showed creativity				
Total Score=				

Student can improve his/her assignments by:

Adapted from Alternative Assessment Forms: An Assessment Resource for courses in Social Studies by Hilt, Rinehart and Winston.



ORAL PRESENTATION EVALUATION SHEET

Student:

Grade:

Subject:

	10 pts. Excel- lent	7 pts. Very Good	5 pts Good	2 pts. Fair
Student showed evidence of preparation				
Students connected points and major ideas				
Presentation was well organized and easy to follow				
Student spoke with fluency and ease				
Student maintained eye contact with audience				
Student held the interest of the audience				
Student used visual aids effectively				
Student gave an effective summary of presenta- tion				
Total Score =				

Comments for Improvement:



INDIVIDUAL OR GROUP PROJECT EVALUATION RECORD

Student:

Date:

Grade:

Excellent-- 5 pts. Very Good-- 4 pts. Good-- 3 pts.

Fair-- 2 pts.

1. Student/s followed guidelines given for completing project. _____
2. Student/s showed evidence of research. _____
3. Project showed student/s ability to develop ideas and show relationships between ideas. _____
4. Project showed student/s ability to find solutions to problems _____
5. Project showed student/s ability to use critical thinking skills _____
6. Project showed student/s ability to link new information with information already learnt. _____
7. Project showed student/s knowledge of the subject matter _____
8. Project showed student/s best effort _____

Total Score _____

Additional Comments:

Adapted from *Alternative Assessment Forms: An Assessment Resource for Courses in Social Studies* by Holt, Rinehart and Winston.



WRITING ASSIGNMENT EVALUATION RECORD

Date:

Student:

	Excellent (100pts)	Very Good (75 pts)	Good (50 pts)	Fair (25 pts)
Content	Writes/draws using details and description logically	Writes/draws using some details, with fairly logical flow	Not totally clear on written/ or artistic details or flow	Lacks ability to express thoughts in writing/ or drawing
Form	Writes/ draws using sequential well organized format	Writes/ draws using correct format in somewhat organized manner	Unclear organization, format difficult to follow	Has difficulty understanding format
Mechanics	Words spelled correctly. Correct use of punctuation	Writing contains some errors in spelling, grammar, and punctuation	Writing contains many errors in spelling, grammar, and punctuation	Has difficulty understanding due to great errors in spelling, grammar, and punctuation



Activities, Resources, Materials:

The chosen activities have been selected to meet the diverse needs of the class. Activities are student centered, and are designed to tap into the diverse modalities that students use to engage in active learning. The underlying rationale behind the selections presented is that of offering all students the opportunity to work with the assignments in the style that he/she feels most comfortable with and able to use.

Activities will include:

- making a poster for a travel agency
- composing a jingle for a tourist advertisement
- writing about a famous person in another country
- producing two book reports on books written by Bermudian authors

Accommodations and modifications for special needs students include:

- shorter versions of narratives required
- students may present oral instead of written reports
- due date extensions granted to those who need it
- assigning of buddies to assist in organizing materials or reading and explaining basic concepts
- creative representations of assignments accepted provided that essential questions are answered.

Resources and materials required include but are not limited to the following:

- Textbooks, encyclopedias, reference guides and dictionaries
- Maps, charts, and diagrams
- Computers, CD's, videos, laser discs, and audio cassettes
- Newspapers, journals, magazines, catalogs, and travel guides
- Construction paper, newsprint, contact paper, poster paper, and foam-core board
- Bottles, vases, plastic trees, plants and animals
- Games, jigsaw puzzles etcetera
- Pens, pencils, crayons, markers, paints
- Tee-shirts, dolls, and other authentic items suitable for crafts and display



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